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## ABSTRACT

This report describes the Minnesota Hispanic Leadership Project. Its mission is to identify, recruit, develop, and mobilize the necessary resources in order to increase the effectiveness of the state's Hispanic leadership, so that it can influence education, economics, and social and political affairs. The report is divided into the following sections: (1) introduction and needs statement describing why a "grassroots" movement is necessary; (2) a description of the project's components, administration, project sites, and project activities; and (3) criteria and selection of project participants. (PS)

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"THE MINNESOTA HISPANIC LEADERSHIP PROJECT"

Sponsored by

THE SPANISH SPEAKING AFFAIRS COUNCIL

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## INTRODUCTION

The Minnesota Hispanic Leadership Project's primary goal is to develop leadership within the Hispanic community through a comprehensive and coordinated process that will:

- mobilize and utilize existing community resources
- develop additional resources, as needed,
- provide an on-going extensive support system to address the needs of the participants,
- encourage participants to improve their skills in addressing Hispanic community needs, and
- establish individual and community objectives to assure that there is continued progress in the socio-economic, political and educational progress in the Hispanic community.

The Hispanic Community's accomplishments to date have come about mainly as a result of individual or community agency efforts with limited regard to "networking" or taking advantage of past achievements. Therefore, considerable resources and energy have been spent in duplicating efforts and "re-inventing the wheel". Through the Minnesota Hispanic Leadership Project, these past achievements will be better utilized in developing new programs; increased coordination and cooperation will be achieved; new resources will be developed and the increasingly complex challenges will be met.

NEEDS STATEMENT

Minnesota's Hispanic-heritage population, presently estimated at 52,000 individuals has a median age of 19 years old as compared to 29 years of age for the population at large. This group has grown considerably, both nationally and in Minnesota in the past two decades, (see appendix No. V) As a result of this continued growth, the state's Hispanic community has been in a constant state of change.

The present leadership structure is relatively new and limited in size. Even though Hispanics have lived in Minnesota since the 1890's, over 80% of Hispanic individuals holding professional-level positions came to the state after 1975. "Grassroots" or community-based leadership has been virtually non-existent. The "grassroots" leadership that has surfaced has not looked at the statewide Hispanic community's needs and concerns.

Leadership which is to effectively serve the total Hispanic community is of growing importance, not only to the continued progress of this community, but also to its very survival as a viable and contributing segment of Minnesota's society. The importance in developing this community-based "grassroots" leadership can be best emphasized by:

- Federal budget reallocations result in serious reductions in programs meeting basic human needs.

- The change from special needs funding at the federal level to local block grants and the increased importance of being able to impact at the local level.
- The increased need for effective advocacy in behalf of the Hispanic community and its overall needs, in particular the non-metropolitan area.
- Reductions in available resources and services in all levels and the increased competition to secure adequate services for their respective communities.
- The acceptance of the power structure of "self-appointed" leaders who are relatively disconnected from the local neighborhoods and community based organizations.
- The reliance of the power structure on the professional or educated Hispanic with little or no regard to this individual's commitment to the community he or she is supposed to represent.
- The need for increased networking and coalition building by the present Hispanic leadership.
- The increased complexities involved in developing and implementing community-based social and economic changes.
- The geographic separation of the different Hispanic communities and the difficulty of metro-based leadership in representing other areas of the state.

Minnesota Hispanic Leadership Project  
Needs Statement

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The Minnesota Hispanic Leadership Project will strengthen the present leadership structure and develop new leadership to meet the increased challenges faced by the Hispanic community.

● SYNOPSIS

## THE MINNESOTA HISPANIC LEADERSHIP PROJECT

### SYNOPSIS

The primary mission of the Minnesota Hispanic Leadership Project is to identify, recruit, develop and mobilize the necessary resources, in order to increase the effectiveness of the state's Hispanic leadership, so that it can impact on the educational, economic, social and political arenas.

The project is aimed at Minnesota Hispanic residents who demonstrate leadership potential and could benefit by developing their leadership skills.

### PROJECT COMPONENTS

The Project is divided into six major components. These components are:

- Leadership development seminars and educational Programs
- Participation in policy making bodies
- Legislative and Business Internships
- Community Outreach and Advocacy
- Community Resources Development
- Support Services
  - Communications
  - Research

Each of these components will be semi-autonomous and will have its own goals and objectives.

### Leadership Development Seminars and Educational Programs

The primary objective of the one or two day Leadership Skills Seminars and Educational Programs Component, is to provide educational opportunities in leadership development. Seminars will be aimed at skill development and would include such topics as:

- \* Minnesota's Legislative Process
- \* Orientation to State Government
- \* Legislative Advocacy at the Community Level
- \* Social and Economic Issues Facing Minnesota's Hispanics
- \* Utilization of Existing Media Resources

These seminars will provide information, not readily available through other sources, that is specifically aimed at the "local" Minnesota Hispanic.

Through the Educational Programs, Hispanic youth will have an opportunity to participate in a two-week program that will cover such topics as:

- \* Development of Basic Communications Skills
- \* Local Hispanic Community Resource Development
- \* Political Science Applications at the Grassroot Level
- \* Minnesota's Government and Business
- \* Corporate Social Responsibility and Its Impact

The Educational Programs will be held during summer vacation, in cooperation with area educational institutions.

### Participation in Policy Making Bodies

A concentrated effort will be made to increase the representation of Hispanics in policy making bodies. This effort includes the development of on-going working relationships with the different appointment authorities, (federal, state, county, city and other).

In addition, efforts will be made to identify and recruit Hispanics with the skills and potential to serve on these decision making bodies.

Individuals appointed through this program will be invited to participate in general meetings four times per year. The purpose of these meetings, is to exchange information on their respective appointive responsibilities, provide mutual support, and establish accountability to the Hispanic community.

### Legislative and Business Internships

A series of internships will be developed. These internships will be primarily available to post-secondary students. Internships will be developed at the state legislature and other legislative and policy making governmental bodies, (i.e. county and city). The primary purpose of these internships is to provide young Hispanics with direct access to individuals in decision making positions.

### Community Outreach and Advocacy

Minnesota's Hispanic Community has been reluctant to participate and become actively involved in public issues that do not specifically and directly affect it. For the most part, Hispanic leadership has been concerned with Hispanic-related issues. As a result, decisions made on important concerns, i.e. the environment, taxes, energy, housing, etc., generally lack Hispanic input. The primary mission of the Community Outreach and Advocacy Component, is to increase the participation of Hispanics in activities beyond their immediate surroundings and concerns. In addition, information regarding public issues and the actions that can be taken to impact on these issues will be communicated to the community, through the Council's bilingual newsletter.

### Community Resources Development

The Hispanic community has developed its own internal resources. However, these resources are limited and generally do not have far reaching impact. In addition, there are Hispanic individuals, at the grassroots level, that have knowledge and expertise on the needs and concerns of the community. The purpose of the Community Resources Development Component is to identify the existing grassroots community resources, mobilize the resources needed to increase their potential and establish lines of communication and cooperation between these community level resources and the governmental and public bodies.

### Support Services

#### • Communications

One of the most critical support services for any project is "communications". The adequate exchange of information in the Hispanic community is virtually non-existent. Therefore, a needed support service for the Minnesota Hispanic Leadership Project is a statewide bilingual newsletter. The primary purpose of this newsletter is to inform the general Hispanic community of the progress made by the leadership project and also to encourage their participation in the project's activities.

#### • Research

There has always been a lack of adequate data on Minnesota's Hispanic population. Most studies, including the Census Bureau statistics are contradictory in terms of demographics. Because this data is necessary to develop and obtain funding for programs, on-going research efforts will be maintained.

A research Unit will be established to provide the necessary data for the Hispanic Leadership Project. This unit will serve the different project components and will also provide data for other Hispanic community agencies and governmental bodies.

### ADMINISTRATION

The seven-member Spanish Speaking Affairs Council will serve as the Board of Directors of the project. The Council is empowered by the legislature to:

- \* Implement programs designed to solve problems of Spanish Speaking people.
- \* Apply for grants and gifts of money to develop programs and conduct its operations, consistent with the powers and duties specified in the law, and
- \* Develop appropriate contracts with other agencies, in accordance with the Council's program of work.

The Executive Director of the Spanish Speaking Affairs Council will serve as the Project Administrator. The director will be responsible for the overall administration of the project and will supervise the activities of the project staff.

A Project Coordinator will be appointed to further develop the different project components. The Project Coordinator will be responsible for the day-to-day activities of the project and will develop the necessary materials to fully implement the project activities.

The Spanish Speaking Affairs Council may appoint a Project Advisory Committee composed of interested Hispanics and representatives from government, corporations and foundations. The mission of the Advisory Committee will be to:

- Make recommendations on project activities and areas of involvement to the Project Administrator and staff.
- Assist the project staff as a liaison between the Hispanic community and the Project.
- Assist in the development of project components and help in recruiting project participants.

Each of the project components may have Advisory Sub-committees composed of interested Hispanic individuals, educators, government officials and corporate and foundation representatives. These advisory sub-committees will provide recommendations on specific activities, goals and objectives, monitor progress and serve as a liaison between each component and overall project.

#### PROJECT SITES

There will be four major project sites. These sites are:

- \* Saint Paul
- \* Minneapolis
- \* Albert Lea-Owatonna
- \* Crookston-Moorhead

Discretion as to which of the six components will be included in each of the project sites will be left up to the SSAC members and/or staff.

### GENERAL PROJECT ACTIVITIES

During the life of the project, there will be general activities designed to bring together the different project components. These activities will primarily consist of seminars, public information meetings and progress reports.

The purpose of the first General Project Activity seminar is to:

- introduce the project to the Hispanic community and the general public,
- identify existing resources that will complement the project,
- encourage the participation of the Hispanic and general communities in this project, and
- serve as a media event that will help to draw additional resources.

● CRITERIA AND SELECTION OF PROJECT PARTICIPANTS

### CRITERIA AND SELECTION OF PROJECT PARTICIPANTS

The project is aimed at attracting three major groups of Hispanics. These groups are:

- Young adults, i.e. senior high school students and undergraduate level post secondary students, (colleges, universities and vocational institutes).
- Entry level or beginning level professional and paraprofessional individuals, and
- "grass roots" community residents and emerging local neighborhood leaders.

At this time, the general requirements for selection include, but are not limited to the following criteria:

- Young adults should:
  - be a senior high school student, preferably a junior or a senior, or
  - be enrolled in post-secondary education either a vocational school or a college or university at the undergraduate level,
  - demonstrate leadership through membership and involvement in either school, community, church or civic organizations,
  - express a strong desire to become involved in the issues and concerns affecting Minnesota's Hispanic community,

--- be willing to participate in the various project activities to which he or she is assigned.

• The entry level professional or paraprofessional should:

--- be between the ages of 18 and 30,  
--- have completed his or her first educational goal,  
--- have made a career choice and is either about to enter the selected field or already employed,  
--- have exhibited some civic responsibility through involvement in either a school, community, church or civic organization.  
--- have a strong desire to become involved in the issues and concerns affecting Minnesota's Hispanic community,  
--- be willing to participate in the various project activities to which he or she will be assigned.

• "Grass roots" community residents and emerging neighborhood level leader should:

--- be residents of the neighborhood or area they wish to represent,  
--- be knowledgeable of the issues and concerns affecting their neighborhood,  
--- be interested in participating in programs or projects that will address these issues and concerns,  
--- participate in the project activities to which he or she is assigned.

As the Minnesota Hispanic Leadership Project progresses, additional criteria will be developed. The Project Advisory Committee will recommend criteria to the Project Administrator and staff. The criteria will reflect the underlying mission of the project, which is to assist Hispanic individuals to acquire the requisite skills, in order to develop their leadership potential and thus, positively impact on the challenges facing Minnesota's Hispanic community.

The participant selection process will be based on the above criteria and also on the recommendations made by the Project Advisory Committee.

At this time, a specific selection criteria process has not been finalized, however, the Project Advisory Committee, the Project Administrator and the Project Coordinator will play key roles in the development of a selection process and the selection of the participants. The selection process will take into consideration the qualities or qualifications of the participants it is attempting to attract. When the selection process is completed it will:

- outline the information or data that project participants will need in order to participate in the project,
- describe the mission and purpose of the project,
- outline the activities to be performed and the goals to be achieved by the project participants,
- define the expectations to be achieved through the project
  - for the participants
  - for the community